The Elementary School Journal

published September, November
January, March, and May
by the University of Chicago Press

Editor
Thomas L. Good

Managing Editor
Gail Hinkel

Index to Volume 87

September, November, 1986 and
January, March, May, 1987

The University of Chicago Press

Published
September, November, 1986
January, March, May, 1987
Copyright 1986, 1987, by The University of Chicago

Author Index

Banks, James A.—The Social Studies, Ethnic Diversity, and Social Change, 531– 543.
Beck, Isabel L., and McKeown, Margaret G.—Getting the Most from Basal Reading Selections, 343–356.
Bennion, Karla—see Scruggs, Thomas E.
Brown, Elga—see Pappas, Christine

Chall, Jeanne S.—Introduction, 243–245.
Conley, Mark W.—The Influence of Training on Three Teachers' Comprehension Questions during Content Area Lessons, 17–27.

Dole, Janice A.; Rogers, Theresa; and Osborn, Jean—Improving the Selection of Basal Reading Programs: A Report of the Textbook Adoption Guidelines Project, 283–298.
Duffy, Gerald G.; Roehler, Laura R.; and Putnam, Joyce—Putting the Teacher in Control: Basal Reading Textbooks and Instructional Decision Making, 357–366.
Duffy, Gerald G.; Roehler, Laura R.; and Rackliffe, Gary—How Teachers' Instructional Talk Influences Students' Understanding of Lesson Content, 3–16.
Dumas, Wayne—Introduction, 489–491.
Durkin, Dolores—Influences on Basal Reader Programs, 331–341.

Evans, Charles S.—Teaching a Global Perspective in Elementary Classrooms, 545–555.

Farr, Roger; Tulley, Michael A.; and Powell, Deborah—The Evaluation and Selection of Basal Readers, 267–281.
Flood, James, and Lapp, Diane—Forms of Discourse in Basal Readers, 299–306.

Galda, Lee—see Pellegrini, Anthony D.
Grant, Linda, and Rothenberg, James—The Social Enhancement of Ability Differences: Teacher-Student Interactions in First- and Second-Grade Reading Groups, 29–49.

Hoffman, James V.—Rethinking the Role of Oral Reading in Basal Instruction, 367–373.
Hord, Shirley M., and Huling-Austin, Leslie—Effective Curriculum Implementation: Some Promising New Insights, 97–115.
Huling-Austin, Leslie—see Hord, Shirley M.
Hunter, Madeline—Comments on the Napa County, California, Follow-Through Project, 173–179.

Jensen, Julie M., and Roser, Nancy—Basal Readers and Language Arts Programs, 375–383.

Krasavage, Eileen M.—see Stallings, Jane

Lapp, Diane—see Flood, James
Leibert, Robert E.—see Levine, Daniel
Leibert, Robert E.—see Pink, William T.
Levine, Daniel, and Leibert, Robert—Improving School Improvement Plans, 397–412.

Marland, Perc—Models of Teachers' Interactive Thinking, 209–226.
Marsh, Colin—Implementation of a Social Studies Curriculum in an Australian Elementary School, 475–486.
McCloskey, Mary Lou, and Quay, Lorene—Effects of Coaching on Handicapped Children's Social Behavior and Teachers' Attitudes in Mainstreamed Classrooms, 425–435.
McGreal, Thomas L.—see Murphy, Joseph
McKeown, Margaret G.—see Beck, Isabel L.
Meyer, Linda A.—Strategies for Correcting Students' Wrong Responses, 227–241.
Morris, Darrell; Nelson, Laurie; and Perney, Jan— Exploring the Concept of "Spelling Instructional Level" through the Analysis of Error-Types, 181–200.
Muessig, Raymond H.—An Analysis of Developments in Geographic Education, 519–530.
Murphy, Joseph; Weil, Marsha; and McGreal, Thomas L.—The Basic Practice Model of Instruction, 83–95.

Nems, Ben F.—Response and Responsibility: Reading, Writing, and Social Studies, 571–589.
Nelson, Laurie—see Morris, Darrell

Osborn, Jean—see Dole, Janice A.
Osguthrope, Russell—see Top, Brent

Palonsky, Stuart B.—Political Socialization in Elementary Schools, 493–505.
Pappas, Christine, and Brown, Elga—Young Children Learning Story Discourse: Three Case Studies, 455– 466.
Pellegrini, Anthony D., and Galda, Lee—The Role of Theory in Oral and Written Language Curricula, 201–208.
Perney, Jan—see Morris, Darrell
Pink, William T., and Leibert, Robert E.—Reading Instruction in the Elementary School: A Proposal for Reform, 51–67.
Porter, Andrew C.—From Research on Teaching to Staff Development: A Difficult Step, 159–164.

Powell, Deborah—see Farr, Roger
Putman, Joyce—see Duffy, Gerald G.

Quay, Lorene—see McCloskey, Mary Lou

Rackliffe, Gary—see Duffy, Gerald G.
Radencich, Marguerite—Do Basal Characters Read and Write in Their Daily Lives? 467–474.
Robbins, Pamela—The Napa-Vacaville Follow-Through Project: Qualitative Outcomes, Related Procedures, and Implications for Practice, 139–157.
Roehler, Laura R.—see Duffy, Gerald G.
Rogers, Theresa—see Dole, Janice A.
Roser, Nancy—see Jensen, Julie M.
Rothenberg, James—see Grant, Linda

Schug, Mark M.—Children's Understanding of Economics, 507–518.
Scruggs, Thomas E.; White, Karl R.; and Bennion, Karla—Teaching Test-Taking Skills to Elementary- Grade Students: A Meta-Analysis, 69–82.
Shannon, Patrick—Commercial Reading Materials, a Technological Ideology, and the Deskilling of Teachers, 307–329.
Slavin, Robert E.—The Napa Evaluation of Madeline Hunter's ITIP: Lessons Learned, 165–171.
Solomon, Warren—Improving Students' Thinking Skills through Elementary Social Studies Instruction, 557–569.
Stallings, Jane, and Krasavage, Eileen M.—Program Implementation and Student Achievement in a Four-Year Madeline Hunter Follow-Through Project, 117–138.

Top, Brent, and Osguthorpe, Russell—Reverse-Role Tutoring: The Effects of Handicapped Students Tutoring Regular Class Students, 413–423.
Tulley, Michael A.—see Farr, Roger

Venezky, Richard L.—A History of the American Reading Textbook, 247–265.

Weil, Marsha—see Murphy, Joseph
White, Karl R.—see Scruggs, Thomas E.
Winfield, Linda—Teachers' Estimates of Test Content Covered in Class and First-Grade Students' Reading Achievement, 437–454.

Zahorik, John—Teachers' Collegial Interaction: An Exploratory Study, 385–396.

Title Index

An Analysis of Developments in Geographic Education—Raymond H. Mucssig, 519–530
Basal Readers and Language Arts Programs—Julie M. Jensen and Nancy Roser, 375–383.
The Basic Practice Model of Instruction—Joseph Murphy, Marsha Weil, and Thomas L. McGreal, 83–95
Children's Understanding of Economics—Mark C. Schug, 507–518.
Comments on the Napa County, California, Follow-Through Project—Madeline Hunter, 173–179
Commercial Reading Materials, a Technological Ideology, and the Deskilling of Teachers—Patrick Shannon, 307–329
Do Basal Characters Read and Write in Their Daily Lives?—Marguerite Radencich, 467–474
Effective Curriculum Implementation: Some Promising New Insights—Shirley M. Hord and Leslie Huling-Austin, 97–115
Effects of Coaching on Handicapped Children's Social Behavior and Teachers' Attitudes in Mainstreamed Classrooms—Mary Lou McCloskey and Lorene Quay, 425–435
The Evaluation and Selection of Basal Readers—Roger Farr, Michael A. Tulley, and Deborah Powell, 267–281
Exploring the Concept of "Spelling Instructional Level" through the Analysis of Error-Types—Darrell Morris, Laurie Nelson, and Jan Perney, 181–200
Forms of Discourse in Basal Readers—James Flood and Diane Lapp, 299–306
From Research on Teaching to Staff Development: A Difficult Step—Andrew C. Porter, 159–164
Getting the Most from Basal Reading Selections—Isabel L. Beck and Margaret G. McKeown, 343–356
A History of the American Reading Textbook—Richard L. Venezky, 247–265
How Teachers' Instructional Talk Influences Students' Understanding of Lesson Content—Gerald G. Duffy, Laura R. Roehler, and Gary Rackliffe, 3–16
Implementation of a Social Studies Curriculum in an Australian Elementary School—Colin Marsh, 475–486
Improving School Improvement Plans—Daniel Levine and Robert Leibert, 397–412
Improving the Selection of Basal Reading Programs: A Report of the Textbook Adoption Guidelines Project—Janice A. Dole, Theresa Rogers, and Jean Osborn, 283–298
Improving Students' Thinking Skills through Elementary Social Studies Instruction—Warren Solomon, 557–569
The Influence of Training on Three Teachers' Comprehension Questions during Content Area Lessons—Mark W. Conley, 17–27

Influences on Basal Reader Programs—Dolores Durkin, 331–341
Introduction—Jeanne S. Chall, 243–245
Introduction—Wayne Dumas, 489–491
Models of Teachers' Interactive Thinking—Perc Marland, 209–226
The Napa Evaluation of Madeline Hunter's ITIP: Lessons Learned—Robert E. Slavin, 165–171
The Napa-Vacaville Follow-Through Project: Qualitative Outcomes, Related Procedures, and Implications for Practice—Pamela Robbins, 139–157
Political Socialization in Elementary Schools—Stuart B. Palonsky, 493–505
Program Implementation and Student Achievement In a Four-Year Madeline Hunter Follow-Through Project—Jane Stallings and Eileen M. Krasavage, 117–138
Putting the Teacher in Control: Basal Reading Textbooks and Instructional Decision Making—Gerald G. Duffy, Laura R. Roehler, and Joyce Putnam, 357–366
Reading Instruction in the Elementary School: A Proposal for Reform—William T. Pink and Robert E. Leibert, 51–67
Response and Responsibility: Reading, Writing, and Social Studies—Ben F. Nelms, 571–589
Rethinking the Role of Oral Reading in Basal Instruction—James V. Hoffman, 367–373
Reverse-Role Tutoring: The Effects of Handicapped Students Tutoring Regular Class Students—Brent Top and Russell Osguthorpe, 413–423
The Role of Theory in Oral and Written Language Curricula—Anthony D. Pellegrini and Lee Galda, 201–208
The Social Enhancement of Ability Differences: Teacher-Student Interactions in First- and Second-Grade Reading Groups—Linda Grant and James Rothenberg, 29–49
The Social Studies, Ethnic Diversity, and Social Change—James A. Banks, 531–543
Strategies for Correcting Students' Wrong Responses—Linda A. Meyer, 227–241
Teachers' Collegial Interaction: An Exploratory Study—John Zahorik, 385–396
Teachers' Estimates of Test Content Covered in Class and First-Grade Students' Reading Achievement—Linda Winfield, 437–454
Teaching a Global Perspective in Elementary Classrooms—Charles S. Evans, 545–555
Teaching Test-taking Skills to Elementary-Grade Students: A Meta-Analysis—Thomas E. Scruggs, Karl R. White, and Karla Bennion, 69–82
Young Children Learning Story Discourse: Three Case Studies—Christine Pappas and Elga Brown, 455–466